



# ENGLISH LANGUAGE ARTS GRADE 3 CROSSWALK

## Claims-Targets-Standards

This document aligns the Michigan ELA Standards with Claims and Assessment Targets. The Claims and Targets can be used to design classroom lessons and district assessments. In addition, the document serves as a guide in understanding the M-STEP reports.



30 September 2015

### ELA Grade 3

Claims	Targets	Standards*
<b>Claim 1: Reading</b>  Students can read closely and analytically to comprehend a range of increasingly complex literary (Targets 1-7) and informational (Targets 8-14) texts.	<b>Target 1: Key Details</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RL1*
	<b>Target 2: Central Ideas</b> Identify or determine a central message, lesson or moral and explain how it is conveyed in the text through key details, key events, or the sequence of events.	RL2
	<b>Target 3: Word Meanings</b> Determine intended meanings of words, including words with multiple meanings (academic/tier 2 words), based on context, word relationships, word structure (e.g., common roots, affixes), or use of reference materials (e.g., beginning dictionary), with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	RL4* L4* L4a-d L5c*
	<b>Target 4: Reasoning and Evidence</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., characters, point of view, themes, setting, or plot) and use supporting evidence as justification/explanation.	RL3 RL6 RL9
	<b>Target 5: Analysis Within or Across Texts</b> Describe and explain relationships among literary elements (e.g., characters) within or across texts or distinguish the narrator or characters' point of view within or across texts.	RL3 RL6
	<b>Target 6: Text Structures and Features</b> Relate knowledge of text structures (building upon earlier sections) or text features (e.g., illustrations) to explain information within the text.	RL5* RL7
	<b>Target 7: Language Use</b> Determine use of language by distinguishing literal from nonliteral meanings of words and phrases used in context, or demonstrate understanding of nuances in word meanings used in context.	RL4 L5a-b
	<b>Target 8: Key Details</b> Given an inference or conclusion, use explicit details and implicit information from the text to support the inference or conclusion provided.	RI1 RI7
	<b>Target 9: Central Ideas</b> Identify or determine a main idea and the key details that support it.	RI2
	<b>Target 10: Word Meanings</b> Determine intended meanings of words, including academic/tier 2 words, domain-specific (tier 3) words, and words with multiple meanings, based on context, structure (e.g., common Greek or Latin roots, affixes), or use of reference materials (e.g., dictionary) with primary focus on determining meaning based on context and the academic (tier 2) vocabulary common to complex texts in all disciplines.	RI4 L4 L4a-d
	<b>Target 11: Reasoning and Evidence</b> Make an inference or draw a conclusion about a text OR make inferences or draw conclusions in order to compare texts (e.g., events, ideas, concepts, procedures; point of view; use of information from illustrations; compare and contrast points or key details) and use supporting evidence as justification/explanation.	RI3 RI6 RI7 RI8 RI9
	<b>Target 12: Analysis Within or Across Texts</b> Describe information within or across texts (e.g., events, ideas, concepts, procedures, sequence or cause/effect) or distinguish the author's point of view.	RI3 RI6
	<b>Target 13: Text Structures and Features</b> Relate knowledge of text features (e.g., maps, photographs) to demonstrate understanding of the text.	RI5 RI7
	<b>Target 14: Language Use</b> Demonstrate understanding of word relationships and nuances, literal and non-literal words and phrases used in context, or identify connections between words and their uses.	L5 L5a L5b

Note: All Claim 1 Targets incorporate RL1/RI1.

\*Standards marked with an asterisk indicate a portion of that standard is assessed with the corresponding Target.

# ELA Grade 3

Claims	Targets	Standards*
<b>Claim 2: Writing</b> Students can produce effective writing for a range of purposes and audiences.	<b>Target 1a: Write Brief Narrative Texts</b> Write one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	W3a-d
	<b>Target 1b: Revise Brief Narrative Texts</b> Revise one or more paragraphs demonstrating specific narrative techniques (use of dialogue, description), chronology, appropriate transitional strategies for coherence, or authors' craft appropriate to purpose (closure, detailing characters, plot, setting, or an event).	
	<b>Target 2: Compose Full Narrative Texts</b> Write full narrative texts using a complete writing process demonstrating narrative techniques (dialogue, description), text structures, appropriate transitional strategies for coherence, and author's craft appropriate to purpose (closure, detailing characters, plot, setting, and events).	W3a-d W4* W5* W8*
	<b>Target 3a: Write Brief Informational Texts</b> Write one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	W2a* W2b-d
	<b>Target 3b: Revise Brief Informational Texts</b> Revise one or more informational paragraphs demonstrating ability to organize ideas by stating a focus (main idea), including appropriate transitional strategies for coherence, or supporting details, or an appropriate conclusion.	
	<b>Target 4: Compose Full Informational Texts</b> Write full informational texts on a topic using a complete writing process attending to purpose and audience: organize ideas by stating a focus (main idea); include text structures and appropriate transitional strategies for coherence; include elaboration and supporting evidence from sources and an appropriate conclusion.	W2a* W2b-d W3b W4* W5* W8*
	<b>Target 5: Use Text Features</b> <i>(not assessed on summative assessment)</i> Use text features (illustrations) in informational texts to enhance meaning.	W2a*
	<b>Target 6a: Write Brief Opinion Texts</b> Write one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	W1a-d W8*
	<b>Target 6b: Revise Brief Opinion Texts</b> Revise one or more paragraphs demonstrating ability to state opinions about topics or sources; set a context, organize ideas, develop supporting reasons, or provide an appropriate conclusion.	
	<b>Target 7: Compose Full Opinion Texts</b> Write full opinion pieces about topics or sources, attending to purpose and audience: organize ideas by stating a context and focus (opinion), include structures and appropriate transitional strategies for coherence, and develop supporting reasons (from sources when appropriate to prompt) and an appropriate conclusion.	W1a-d W3b W4* W5* W8*
	<b>Target 8: Language and Vocabulary Use</b> Accurately use language and vocabulary (including academic and domain-specific vocabulary) appropriate to the purpose and audience when revising or composing texts.	L3a L6*
	<b>Target 9: Edit</b> Apply or edit grade-appropriate grammar usage, capitalization, punctuation, and spelling to clarify a message and edit narrative, informational, and opinion texts.	L1 L2 L3b
	<b>Target 10: Technology</b> <i>(not assessed on summative assessment)</i> Use tools of technology to produce texts.	W6*

\*Standards marked with an asterisk indicate a portion of that standard is assessed with the corresponding Target.

## ELA Grade 3

Claims	Targets	Standards*
<b>Claim 3: Speaking and Listening</b> Students can employ effective speaking and listening skills for a range of purposes and audiences.	<b>Target 1: Language and Vocabulary Use</b> <i>(not assessed on summative assessment)</i> Accurately use language (including academic and domain-specific vocabulary), syntax, grammar, and discourse appropriate to the purpose and audience when speaking.	L1* L3a- L3b L6 SL6
	<b>Target 2: Clarify Message</b> <i>(not assessed on summative assessment)</i> Adapt speech to a variety of contexts and tasks, demonstrating grade-level formal English when appropriate.	SL6
	<b>Target 3: Plan/Speak/Present</b> <i>(not assessed on summative assessment)</i> Gather and organize information, compose, and orally deliver short (e.g., determine main ideas and supporting details) and longer presentations for different purposes and audiences, adding visual/graphic/audio enhancements when appropriate for clarifying the message.	SL1-SL2 SL4 SL5* SL6 W8
	<b>Target 4: Listen and Interpret</b> Interpret and use information delivered orally.	SL2 SL3

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Claims	Targets	Standards*
<b>Claim 4: Research</b> Students can engage in research/inquiry to investigate topics, and to analyze, integrate, and present information.	<b>Target 1: Plan and Research</b> <i>(not assessed on summative assessment)</i> Conduct short research projects to answer multi-step questions or to investigate different aspects (subtopics) of a broader topic or concept.	SL1-SL4 W6 W7
	<b>Target 2: Interpret and Integrate Information</b> Locate information to support central ideas and key details that are provided; select information from data or print and non-print text sources for a given purpose.	RI1 RI7 RI9 W8*
	<b>Target 3: Analyze Information/Sources</b> Distinguish relevant/irrelevant information.	RI7 RI9 W8*
	<b>Target 4: Use Evidence</b> Cite evidence to support opinions based on prior knowledge and information collected.	RI1 RI6 RI7 RI9 W1b W8*

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